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Phraseological Units, Cognitive Models, and Communicative Grammar: A Cognitive-Linguistic Study in Cultural Context

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ABSTRACT

Objective: This article examines the relationship between cognition and grammar through the analysis of grammatical categories embedded in phraseological units. Focusing on a corpus of [specify language, e.g., Kazakh/Russian/English] phraseological expressions drawn from literary texts and lexicographic sources, the study investigates how categories such as aspect, modality, and evaluation are encoded within fixed multiword constructions.

Methods and Materials: The research adopts a cognitive-linguistic, descriptive approach that combines elements of prototype theory with contextual and syntagmatic analyses. Phraseological units were selected based on their stability, frequency of use, and the presence of identifiable grammatical markers. The analysis proceeds along three interrelated dimensions: (1) conceptual structure, which captures underlying cognitive schemas; (2) grammatical realization, which identifies the formal expression of categories within phraseological patterns; and (3) communicative function, which examines how these units operate in discourse.

Findings: The findings show that grammatical categories in phraseological units are not merely formal features but are shaped by conventionalized cognitive models that reflect collective patterns of conceptualization. In particular, the study demonstrates that phraseological constructions preserve prototypical meanings while allowing limited variation in syntagmatic structure, thereby functioning as stable carriers of culturally embedded knowledge. Differences in the realization of grammatical categories across examples indicate that phraseological grammar operates at the intersection of fixed form and flexible interpretation.

Conclusion: It can be concluded that the analysis of phraseological units provides empirical evidence for the cognitive grounding of grammatical categories, but also reveals the importance of discourse context and conventionalization in shaping their use.

Keywords: Language, modal verbs, human cognition, culture, linguistics.

Introduction

Language constitutes a structured system that reflects patterns of national cognition and cultural mentality. The linguistic worldview is formed through complex cognitive processes, including perception, analysis, categorization, comparison, generalization, and evaluation. Although these processes cannot be fully observed, language provides indirect access to them by encoding the results of human conceptual activity. In this sense, language may be understood as a representational model of thought, through which the dynamics of cognition can be analytically reconstructed.

The body of knowledge accumulated through cognitive activity is organized into cognitive models. These models are inherently structured: they emerge from processes of differentiation and identification, and they reflect hierarchical relationships among conceptual features. Such an organization allows for the systematic representation of experience and its transformation into linguistic form.

Against this background, the role of cognitive processes in the formation of grammatical categories represents a significant and actual area of inquiry. If language is both an instrument and a product of cognition, then the analysis of linguistic units necessarily entails reconstructing the underlying cognitive models that shape their structure and function.

Considering the relationship between language and human cognition in this context, it is possible to assume that grammatical categories are a kind of knowledge base formed by human cognition, the result of a certain cognitive model. Humboldt (1984) writes that “the number of words reflects the richness of the nation’s world of knowledge, and the grammatical structure of language provides information about the internal structure of thought”. The internal structure of thinking is a cognitive model of how cognition works. Based on this assumption, it can be considered that there are two different categories of multifunctional verbs. First of all, what scientific concepts and principles should guide the study of cognitive models of grammatical categories? Cognitive linguists believe that identifying such criteria within a general category and analyzing their individual manifestations or invariants allows us to understand the cognitive aspect of language’s structural-systemic nature. This issue is considered in the works of

Kubryakova et al. (1997). In every language, linguistic units are grouped into separate categories according to their distinctive features. In some linguistic sources, such as Lakoff & Johnson (2008) and Kunin (1996), the nature of phraseology is characterized by the structure and semantic unity of phraseological units. The terms “phrase” and “phraseological units” are used to denote a combination of words that convey a single meaning.

It is generally known that phraseological units are set expressions, combinations of words that have lost their independence and possess persistence in their composition and structure. Phrases, phraseological units, and sentences are objects of syntax. As Amir (2018) pointed out, “syntax mainly deals with the structure of joining words”. In this connection, the problems of phraseological units of a wide range are more numerous in comparison with the problems of syntactic combinations. In the opinion of Kubryakova et al. (1997), these combinations of words have the right to self-study in certain areas, such as lexicology, phonetics, grammar, and so on. Set expressions and phraseological units are distinguished only by their specific signs. These signs contribute to the consideration of the category of words as an independent sphere of language. Phraseological terminology in this article is based on the proposal by Alefirenko (2004), the following ratio of basic terms: the term “phraseological unit” determines the relevance of a linguistic unit to the corresponding subsystem of the language – phraseological units (similar to the terms “lexical unit”, “phonological unit”). According to Ayupova et al. (2020), the very same unit is called a “phraseological unit” (by analogy with other language units: morpheme, phoneme), while in speech it is realized as a phraseological unit.

The purpose of the article is to consider the phraseological units in terms of cognitive model theory, communicative grammar, and prototype theory of cognitive linguistics.

Literature Review

A phraseological unit, as a complex linguistic sign, is characterized by a degree of asymmetry between the signifier and the signified. At the same time, its semantic integrity and relative syntactic indivisibility allow it to function as a single lexical unit within the language system. Despite this unity, the analyticity of its formal structure—evident at both semantic and syntactic

levels—brings phraseological units closer to free syntactic constructions such as phrases.

This dual nature necessitates a twofold analytical perspective. Phraseological units can be examined, first, in terms of external paradigmatic and syntagmatic relations, that is, their interaction with other units in the language system, and second, in terms of internal paradigmatic and syntagmatic organization, which concerns the relationships among their constituent elements.

In this study, syntagmatics is understood following Fillmore (1976), as the analysis of combinatorial relations between linguistic signs that arise when units are sequentially organized in actual speech or textual flow. Within this framework, a key concept is that of the *syntagm*, defined in the *Dictionary of Linguistic Terms* by Rosenthal & Telenkova (1976) as a sequence of two or more linguistic units connected by a specific type of relation.

The term “syntagma” in this sense goes back to F. de Saussure. Internal syntagmatics is understood as the compatibility of components within phraseological units; in semantic analysis, as the compatibility of semes in a sememe. External syntagmatics is understood as the compatibility of phraseological units with the words of the context. They are based on an investigation of the types of configurations (Lakoff & Johnson, 2008). According to Ivanova & Borissova (2018), “external phraseological connections” mean the connections of a phraseological unit with “elements included in a sentence when it is formed in speech, and above all with a conditioned member”, while “internal phraseological connections” mean a connection between the components of a phraseological unit. According to Svetozarova (1990), the cognitive approach to word groups involves determining their place in the human intellect and their role in the conceptual image of the world. How is the cognitive division of the world reflected in the system of word classes? The question of the conceptual role of word groups in human cognition needs to be addressed. If a person conceptualizes the world, then the lexical meaning of the word, which is still guided in the formation of a system of word classes, can not play a decisive role in individualization. After all, “the cognitive activity of man, which defines and abstracts the lexical meaning, is inherent in the processes of conceptualization and categorization. On the contrary,

words with lexical meaning pass through the filter of the category of word classes of prototypic, cluster nature”, says Medvedovska (2024).

Boldyrev (2000) stated that mental space is a concept necessary for describing a specific stage of the thought process, determined by the act of thinking and the state of speech. For example, to answer: “*Men kele zhatyrmin*” (“*I am coming now*”) in the mental space. The speaker needs a listener, a destination, a purpose for action, a type of joint action, and a type of relationship between people. This information creates a mental space for the speaker. Moreover, there are cognitive models – types of concepts that make up that mental space. They divide the mental space into structures: high-low, whole-partial, method-purpose. Depending on the nature of the proposition in the mental space, the script, set of symbols, taxonomy, radical categories, and metaphorical and metonymic cognitive models can be identified. There are cognitive models of scenarios and a taxonomy of the mental space in which the above conversation can occur. The application of the theory of mental space and cognitive models to verb categories helps explain the processes of categorization and conceptualization underlying human cognition of actions. Because the categories of verbs have no real manifestations in real life, they are determined by the mental space of the speaker. In this research, the authors deal with a cognitive model based on pronouns and verbs as prototype signs.

Миржалилова (2020) concludes that “Cognitive models of phraseological units may lead to a thorough understanding of the modeling of language about the world in mind”. These are cognitive model theory, frame theory, prototype theory, and propositional model theory. The prototype approach is widely used in the cognitive study of language categories. Description of this direction: the prototype sign is because the elements of the same category do not have the same mark. One element brings together the main categorical features. They are called prototypes. They are the main defining feature of this category. Moreover, the categorical characteristics of some elements will decrease. The prototype gathers around it a second element with similar features. Then a categorical system is formed. Prototype symbols are visible in gradation. To create a category, one of the elements must be identical. The type of category is related to the definition of a phenomenon

or a common feature of objects. Categorization is the selection, analysis, and redistribution of common features. Pronouns, as a type of verb, define their features in use. The descriptive function of the pronoun is formed in connection with the action verbs. It is important to connect the use of the pronoun in the sentence from the point of view of the theory of prototype semantics with the functional-semiological direction because the categorization of language units is carried out in two different ways: structural and functional.

According to Kubryakova et al. (1997), the emergence of cognitive modeling of word classes is associated with the categories of life that underlie human cognition. These are everyday categories common to all humanity. They occur at a non-linguistic level until the result of cognition takes the form of a linguistic unit. In the process of cognition, the categorization of the world takes place at the non-linguistic level, and they are the first decursive stage in the formation of the frame of word classes. Therefore, the conceptual basis of knowledge of the world lies in the formation of the frame of word classes. They are: something (noun), how many, such (adjectives), actions (verbs), etc. Such concepts are categorical archetypes of word groups. They are models visible at the level of preverbal inner thinking. Reviewing the works of Boldyrev (2000), Kubryakova et al. (1997), who evaluate word groups as a product and means of the cognitive process as the center of grammatical categories, the following principles can be summarized:

- grammatical categories are the product of the process of abstraction of high human cognition;
- function of categorization of cognitive activity in the formation of grammatical categories.

Categorization is reflected in human cognition. It recognizes the objectively dependent relationship between concepts, conveying it through the syntactic connection between words. The use of grammatical categories depends on the existing knowledge base in human cognition and the conditions of the speech situation.

Methods and Materials

Study Design

This study adopts a qualitative, corpus-informed cognitive-linguistic approach to analyze grammatical

categories within phraseological units. The analytical framework integrates cognitive description with syntagmatic analysis in order to examine how meaning is structured and realized in fixed expressions.

Corpus and Data Selection

The empirical material consists of phraseological units extracted from [specify language, e.g., Kazakh] literary texts, examples of contemporary usage, and lexicographic sources. The dataset was compiled according to the following criteria: (1) structural stability of the expression, (2) frequency and recognizability in usage, and (3) the presence of identifiable grammatical markers, particularly verbal and pronominal elements.

Special attention is given to constructions containing modal meanings and verbs such as *ketu* ('to go/leave') and *kelu* ('to come'), which are examined as recurrent components of phraseological patterns. These units were selected because they allow observation of how grammatical categories (e.g., modality, aspect, and evaluation) are embedded in conventionalized expressions.

Analytical Framework.

The analysis is conducted across three interrelated dimensions:

Conceptual dimension – identification of underlying cognitive schemas and conceptual structures that motivate the meaning of phraseological units;

Grammatical dimension – examination of the formal realization of grammatical categories (e.g., verb forms, pronominal reference) within fixed constructions;

Communicative dimension – analysis of the pragmatic and discourse functions of phraseological units in context.

These dimensions are studied through both internal syntagmatics (relations among elements within the phraseological unit) and external syntagmatics (relations between the unit and its broader linguistic context).

Operationalization of Analysis

Syntagmatic analysis focuses on the combinatorial relationships between verbs and pronouns within phraseological structures, treating these relations as surface realizations of underlying cognitive models. Each unit is analyzed in terms of structural composition, semantic integration, variability constraints, and contextual usage.

Cognitive description is used to reconstruct the conceptual models encoded in these units, particularly how abstract meanings such as modality and evaluation emerge from recurrent linguistic patterns.

Theoretical Basis.

The study draws on cognitive linguistics, particularly the theory of conceptualization and frame-based meaning representation as developed by George Lakoff and Mark Johnson. Within this framework, conceptualization is understood as the process by which human cognition organizes and structures knowledge about the world into coherent mental models. These models—often described as frames or conceptual schemas—serve as the basis for linguistic encoding.

Concepts are treated as structured units of knowledge that emerge through processes of abstraction and generalization. Accordingly, phraseological units are analyzed as linguistic manifestations of such conceptual structures, reflecting stable patterns of collective cognition.

Findings and Results

Toluspayeva et al. (2024) and Mashudi et al. (2022) consider that comparison of different categories, functions of affixes, teachers, and students has opportunities to obtain more detailed content of morphological structure and semantics of lexical units, which helps to increase vocabulary, improve grammatical skills, and strengthen communicative abilities in both languages. Grammatical categories are defined as reflections of the level of human cognitive development through phraseological units. The grammatical categories formed at the current level of language development reflect the levels of abstraction complicated by the simplicity of human cognitive activity. Therefore, by reconstructing the cognitive models of grammatical categories, it is possible to describe the linguistic expression of the levels of human cognitive development. In other words, authors believe that the system of grammatical categories is a reflection of the level of development of human cognition. Now, let us identify cognitive models of grammatical categories, such as multifunctional pronouns and modal verbs, among the categories of verbs. Thus, the hierarchical evolving relationship inherent in the cognitive nature of

grammatical categories can be identified. Among the categories of verbs, let us analyze the category of pronouns based on several theories of cognitive linguistics. Wahedi (2019) argues that the pragmatic approach reveals the pragmatic aspect of phraseological units, allowing us to consider that they also function in verbal communication both as constituents of speech acts and as means of achieving pragmatic intention. Depending on the prototype, the subject belongs to the category of subjective verbs. As a category, the subject can give actions of a dynamic and procedural nature.

Functional categorization explains the functions of language units, both lexical and grammatical. This is because both lexical and grammatical meanings of language units are reflected in use. This integration is based on three different principles: actualization, actualization of the basic grammatical meaning, transfer to another category, and accumulation of features of several categories. It is necessary to consider the suffix of the pronoun, its use in the descriptive function in connection with the lexical-semantic groups of the verb. Without it, it is impossible to explain the use of pronouns in the descriptive, complementary functions of *ketu- (go)*: the person who goes, the purpose where he goes, place where he goes, etc. Pronouns combine two different semantic features in a sentence. Functional and qualitative. The action of a particular object is recognized as its sign. How to explain the overlap of several categories in one word? There is a historical basis for combining two distinct groups of pronouns into two distinct categories. Therefore, it belongs to the category of verbs. The use of pronouns in the descriptive function is the result of human cognition. This is because action signs are not present on objects. The person who recognizes, identifies, and marks it is the fund of knowledge about the object of his cognition. All verbs that denote an action are used in the descriptive function. In addition, pronouns are classified as nouns because they serve as determiners: *Ol barganina qwandi. Ol barganina riza emes (He was glad he went. He is not happy to go)*. That is, the process of cognition used the causal connection of the action to show the function that caused the second action.

Now let us compare two phrases: *Mening siyiligima qatti qwandi/ Mening sozime renjidi (He was very happy with my gift / He was offended by my words). Birnarsege*

renji, birnarsege qwanu (to be angry or to be happy with smth). It does not matter to the senses what causes it; it depends on the transmission of the object that created it. Without it, these verbs cannot be used in communication. Without it, there is not enough information. A noun calls an action, describes an object by an action. Functional semiotic analysis of the function of the pronoun in the sentence shows the addition of objective and descriptive functions to its temporal meaning. The actualization of one type of activity in the content of the conversation obscures the other. It depends on what knowledge the speaker is updating during the speech. However, this does not eliminate the main categorical feature. The tense category of the pronoun is obscured in the descriptive value, but is preserved. Modeling the function of modal verbs, the structure of cognition is also important in set expressions. Modal verbs or infinitive forms of verbs can be considered complex and important in terms of their function within the categories of verbs. On the one hand, the modal verb emphasizes the action, abstracts it from the subject, and treats it as a noun; on the other hand, it is treated as a noun and comes close to naming the real action by combining it with auxiliary verbs. That is to say,

modal verbs do not vary in the categories of participles. Modal verbs are used in the language both in the form of simple structures and in the form of complex structures. Its use in combination with auxiliary verbs forms a modal category.

For example, *barwga boladi, barw kerek, barw kerek, barwga tirisw, barging keledi, barwga boladi, barw kerek (you can go, you have to go, you have to go, you try to go, you want to go, you can go, you have to go)*. The modal verb is transformed into a sentence and serves as a narrator within an analytical structure. It also performs the function of other parts of a sentence by being transformed like a noun: *Mening awilda jumis istewim bes jilga sozildi. Mening oz isimdi bastawima akem komektesti (I worked in the village for five years. My father helped me to start my own business) (adverbial modifier). Mening bul kitapti oqwidam bir maqsat bar. Mening oqwidam ari qaray jalgastirwga iterdi (I have a purpose in starting this work. It prompted me to continue my studies (attribute). Mening shetelde bilim alwimmen baylanisti otbasinda qarjiliq qiindiqtar twdi. (My family had financial difficulties due to my study abroad (predicate) (Table 1).*

Table 1

Grammatical models of phraseological units

Conceptual and grammatical character	Functions in a sentence
The name of the concept. Answers the question "What?". The noun is counted and dependent like a noun.	adjective, combined with adjectives from nouns. Acts as a complement in the sentence.
Name of action. Answers the question "What to do?" Depends, suffixes, connect with modal words.	Combines with adverbs. Acts as a narrator in conjunction with analytical structures in the sentence

Discussion and Conclusion

It is well known that grammatical meaning derives from grammatical form; specifically, it is formed by specifying lexical meaning. That is, set expressions of one grammatical model that should be located sequentially one after another, which would provide their most convenient use. [Kenesbaev \(1987\)](#) says that a modal verb is a category formed by abstracting the concept of a verb after recognizing the types of actions. In his research, the scholar writes that "new concepts are born based on the concepts of the conceptual system, such as the formation of new units using natural language verbal symbols". In the sense of the word, phraseological units act as a single

whole even in the case when their semantics mirror the meanings of the words that form them. That is, they always represent a single semantic concept. In the process of language development, the meaning sphere of words also expands. The use of lexemes with multiple meanings and the development of polysemy testify to the limitless possibilities of this language, its richness, and its imagery. The richness of a language is not counted only by the number of words in the vocabulary stock. However, it is also taken into account by the breadth of the meaningful sphere of words, the ability to convey different meanings, and a variety of pictorial, figurative, and artistic means of the language. Some set expressions, in the course of their development, can be transformed into proverbs. Moreover, this is primarily due to the

semantic properties of the individual lexemes in these formations (Lakoff & Johnson, 2008).

In this regard, the authors would like to note that the verb “ketu,” which they have analyzed, has four meanings, the main one of which can be distant or removed from a certain point, while the rest, through the expansion of meaning, arise from some matching similar phenomena. The origin of these meanings (which of them comes from which), which of them is original, which of them is a derivative, is practically impossible to determine by means of only seminal analysis. It is necessary to investigate these phenomena from historical-etymological, comparative-historical, and functional perspectives. Kenesbaev (1987) points out that the emergence of a set of words with abstract meanings is a linguistic manifestation of cognition that occurs at the second level of the cognitive process. That is, the formation of the category of modal verbs is the result of re-discussion, reflection, interpretation, and evaluation of the information contained in the person. So, what cognitive processes occur in the use of modal verbs? Let us look for the answer to the question:

1. *Menin zauytty zhmys isteume tua keldi (I had to work in a factory)* – not to name the action itself, but to show it as the result of the second action.

2. *Mening jogari oqw ornina barwima boladi (I can go to university)* – permitting as a result of another action, rather than showing the process.

3. *Mening shetelge koshwim kely mumkin (I may move abroad)* – the result is not an action, but an opportunity.

4. *Mening universitetke oqwga barwim kerek (I need to go to university)* – the result of the action is to indicate the need.

5. *Kengsege barw kundelikti jumisim (Going to the office is my daily job)* – action evaluation.

6. *Jogari oqw ornina barw ongay emes (Going to university is not easy)* – action evaluation.

7. *Mening akem baliq awlaga bargandi unatadi (My dad loves going fishing)* – (decision, support, approval) – to indicate the priority of an action, to specify the object of the action.

8. *Abay bilay dep aytqan: “Oqwdi uyren de jiren”. Oning bulay aytwina ne sebep boldi? (Abai said: “Learn to read and learn.”. Why did he say that?)* – assessment of actions, identification of cause-and-effect relationships between them.

9. *Mening agam awildan qalaga koshedi. Oni awildan koshwge ne iterdi? (My brother will move from the village to the city. What made him move from the village?)* – cause-and-effect relationship between actions.

Modal verbs with nouns form phrases. They are used in the process of second-level cognitive activity in human cognition – comparing an action with other series of actions and the subjective evaluation of similarities and differences based on societal stereotypes. The category of modal verbs is used as a result of comparisons. Therefore, the criteria for evaluating and comparing language actions are summarized under the heading “structural knowledge”. This knowledge base is a frame-by-frame assessment concept. Evaluation logic semantic category is closely connected with the speaker's opinion, my perception of the world. Of course, behind the personal perception lies the perspective of a particular social group. Assessment arises from the perception that good/bad, beautiful/ugly, right/wrong, etc., according to the norms of human cognition. There are axiological and rational forms of assessment. Assessment by modal verbs is a form of rational assessment. Because with the help of modal verbs, the speaker makes judgments based on their own observations and conclusions. The role of modal phrases in the cognitive process depends on the speaker's evaluation of the action and the speaker's intentions and goals. The cognitive process distinguishes one type of activity from many other activities. It helps to clarify his relationship with the subject. This gives the speaker not only the name of the realities in objective reality, but also their subjective nature by abstracting the action associated with the speaker's evaluation component. Modal verbs are associated with human cognition and reasoning. Human cognition analyzes received information and evaluates it in terms of the values of the individual or the social group as a whole.

Thus, in the following use of phrases, the speaker concludes: *Atamniñ armani Astanani baru bolatın. Men sizdi koru baqıtına ye boldım. Men janga jerler korgendi unatamın. (It was my grandfather's dream to go to Astana. I was lucky to see you. I like to see new places.* This is also reflected in modal words and auxiliary words that combine modal verbs. Lexical units of dream, happiness, good/bad value reflect the result of a person's thinking process. This is done through thought processes of comparing, processing, and evaluating the information available to the speaker. Therefore, the cognitive study

of the semantics of modal-verb phrases allows one to conclude that it results from secondary processes in human cognition. Analysis of the use of modal verbs in communication in terms of lexical and semantic combinations of words confirms this idea. The analysis shows that it is not combined with verbs that mean a specific action, but with verbs that convey a person's psychological state and feelings, such as thinking. Set expressions or phraseological collocations of any language are characterized not only by their richness and variety of structural and semantic types, diversity of content, but also by their ability to function actively in modern conditions. In addition to colorful figurative and metaphorical meanings, they contain historical, ethnographic, social, and other information that reflects the customs and traditions of the people, their peculiar techniques and methods of understanding the world, and the phenomena of surrounding reality. Words not only reflect their content in a particular context, but also turn into set expressions or phraseological collocations in that linguistic environment (Sagidolda & Rainbekova, 2024).

Set expressions are distinguished only by their specific signs. It is these signs that contribute to the consideration of this category of words as an independent sphere of language. In each language, units are grouped into a separate category based on their distinctive features. To the distinctive signs of persistent combinations, can relate: lexical meaning in content; componental meaning in phrases; kinds of grammatical categories in the communicative process. In order to prove the specificity of the indicated signs only to phraseologies, it is necessary to compare them with other linguistic units, such as words and phraseological units. Subjective phrases are simultaneously restricted from their free combination of words, and at the same time, they are combined with other words. The above authors have already noted some general yet distinctive signs specific to different types of language phenomena. For this reason, in the theory of phraseology, there are two points of view: some scholars believe that the meanings of phraseological units and words are equivalent; others claim that words and phraseological units do not represent such different manifestations of the language, and between them, it is impossible to speak about the sign of equality.

The category of words can fully capture the peculiarities of phraseology, and vice versa, the properties of words can in no case be attributed to phraseological units. In other words, the integrity of the meaning, persistence, and reproduction of signs are specific to phraseological units (Fillmore, 1976). In relation to lexical meaning and grammatical formation of nouns and verbs in phraseological units, there are definite similarities. Lexical meanings of phraseological units often occur as synonyms. For example: *qas pen kozding arasi, koz ilespes zhyldamykpen (happen very quickly); olgenshe korykty, tobe shashy tik turu (frightened to death); jerden jeti qoyan tabw, tobesi kokke zhetu (to be happy, be in the seventh heaven); itjekken jer, it olgen zher (very distant place)*, etc. It is generally known that phraseology teaches not the number of units, but their meaning. This level of language from the point of view of the basic element of any stable combination (two-componental, three-componental, four-componental, and so on) represents its own one lexeme. However, in order to reveal the content of ambiguity, it is necessary to pay attention to the use of verb forms in the structure of the phrase. In the Kazakh language, in the composition of many phraseologies, there are verb forms: *jurek jalgadi (to have a bite), ozin ozi ashekerelew (to wash one's dirty linen in public)*.

Such verb forms are found both in two-component structures and in many-component set expressions or phraseological collocations of the Kazakh language. It is known that the original set expressions or phraseological collocations came from free combinations of words. In connection with this, a well-known scientist in the field of Kazakh phraseology, I. Kenesbaev (1987) analyzed the use of the combination *koz qirin saldi* in the sentence *balama koz qiringdi sala jur* (take care, look after my child), which is unconditionally stable. The direct meaning of the combination *barmagin tistedi (regret the irreparable, lost; bite one's elbows)* (directly). It also has figurative meanings such as *aldanyp kaldy and kur alakan kaldy (be deceived; stay off your nose)*. Free phraseological units may not always convey expressive meanings. Words in the composition of the phrase, freely combining with any other words, can appear in various vocabulary and grammatical forms. In other words, free combinations in the process of speech lack stable boundaries, since they freely enter into relationships with other words; they are always changing in

vocabulary, semantics, and style (Langacker, 2008). At a time when words in the composition of set expressions or phraseological collocations do not have such “freedom of movement” because their vocabulary-grammatical field is always directly dependent on the structure of a given formation. Words entering into special lexicon-grammatical “structures or forms” and depending only on this structure perform a certain semantic-stylistic function.

There are many such examples involving verbs in Kazakh. In each language, the system of phraseological units is formed in its own way. In the “Explanatory dictionary of the Kazakh language” Sagidolda & Rainbekova (2024), there are a large number of set expressions or phraseological collocations with the verb “ketu” (to leave, go away, go far); *ali ketty* (very weak, without effort); *berekesy ketty* (gone abundance, and prosperity), etc., as you can see, in the structure of the noun in the form of belonging to the verb “ketti”, the first component changes. Accordingly, authors attribute such formations to phraseological units. It is known that other words have a direct or nominative meaning in set expressions, as well as a syntactically conventional meaning. The above types of meaning, whether an expansion of the meaning or a narrowing of the meaning, are interconnected with each other. Initially, the lexemes “kiru” and “kirdi” were nominative words that could freely combine with other words. Used in a certain context, they have narrowed in meaning and, at present, in modern Kazakh, exist as single, absolutely indecomposable semantic units. For example: *azhary kirdi* (to become beautiful, attractive); *akyly kirdi* (to become clever or wise); *el kataryna kirdi* (to find one’s place among other people, society); *esi kirdi* (to come into consciousness, regain consciousness). In these examples, the verb “kiru” is used as part of phraseological units. Logically, it cannot be used in its direct meaning, since in speech, phraseological combinations perform the function of only one lexeme. The verb “kiru” in Kazakh itself has six meanings: *come into; visit; make a profit; be accepted, included, become a member of smb organizations, etc.; get a job in a higher educational institution, enroll, be enrolled in school, etc.*

Semantically indivisible combinations of words in which the integral meaning is completely inconsistent with the individual meanings of the words constituting them are called phraseological adhesions (Dobrovolskiy

& Piirainen, 2021). The meaning of this kind of phraseological turn is conditional, as is the semantics of words with a non-derivative stem. Regarding this statement, the verb “kirdi” and, in particular, the stable combinations of *azhary kirdi*, *akyly kirdi*, *esi kirdi*, etc. Indicate that their structural units are directly related to the lexical meaning of the verb “kirdi”, i.e., all phraseological units with a given verb follow from its dictionary meanings. However, the meaning of the entire construction of a phraseological combination of words has a predominant role over the individual meanings of its constituent words. At the same time, phraseological experts argue that the phraseological meaning also contains categorical meaning: “A component of the phraseological meaning is the categorical or grammatical meaning” (Kenesbaev, 1987). There is no doubt that the structural units of phraseological units express not separate phenomena, but one single concept. In the sense of the word, phraseological units act as a single whole even in the case when their semantics mirror the meanings of the words that form them. It means they always represent a single semantic concept. In the process of language development, the meaning sphere of words also expands. Moreover, this is primarily due to the semantic capabilities of individual lexemes of these formations. In this regard, the authors would like to note that the verb “ketu” they have analyzed has four meanings. The main one of which can be distant or removed from a certain point, while the rest, through the expansion of the meaning, arise due to some matching similar phenomena.

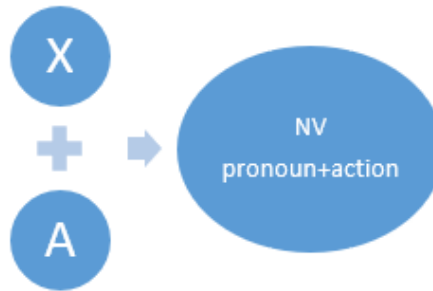
Therefore, it is necessary to investigate these phenomena from historical-etymological, comparative-historical, and functional perspectives. The main condition of the derived meaning must always be motivated, because it proceeds from the original meaning, since it is created based on conformity and similarity to the producer. Lakoff & Johnson (2008) noted “A figurative meaning in the special sense of the word is a lexical meaning that is not only derivative, but also motivated, and the motivation is based on the convergence of representation and imagery”. In general, the meanings of action and state are inherent in all verbs. The verb “ketu” expresses an action, or rather a direction of action. In Kazakh, the verb “ketu” has the following basic, original meaning: *move away, move away from starting point*. Authors designate this starting point with

the sign X, and with the sign A, authors mark the distance from this point: A+X *biz kettik* (*we went*) in this cognitive model. Here, the action is carried out in one direction, and in the expression: Biz bir-birimizden alystap kettik

(we have moved away from each other), actions A and B from point X are directed in opposite directions (Figure 1).

Figure 1

Actions A and B from point X are directed in opposite directions.

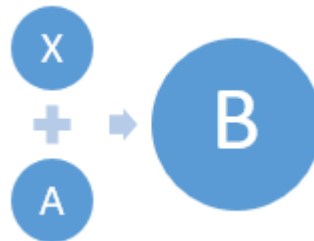


Here, the action is carried out in one direction, and in the expression: Biz bir-birimizden alystap kettik (we

have moved away from each other), actions A and B from point X are directed in opposite directions (Figure 2).

Figure 2

Actions A and B from point X are directed in opposite directions.



This meaning in Kazakh, when attached to a word in its original form, denotes the past tense and corresponds to the third meaning in the register of the verb "ketu". For example: *Yendi ol eluden ketti* (*he is just over fifty*). *Ekeumiz tuys boludan ketken adambiz* (*we are people who have crossed the line of kinship*). According to the cognitive model, the above examples cannot be attributed to a single action. The first is an action from the starting point in one direction, the second means two opposite directions from the X point. In the first case, it is talking about one subject; in the second, it is talking

about two subjects. The meaning of the verb (action performed in the past tense) is based on the functional suffix *-ken*: *ketken adambiz*. If the combination uses other functional affixes, then the meaning of the action in the past tense would accordingly change: *tuys boludan kettik* (*we have moved away from kinship relations; we are no longer relatives*), *tuys boludan ketemiz* (*we will move away from kinship relations*), *tuys boludan ketein dep (ketkeli) zhurmiz* (*we are at the stage of separation from family relations*). The main meaning here means the opposite movement from the point X, i.e., distance,

removal of two subjects from each other. In the first example, *eluden ketti* (*over fifty*), the combination expresses the meaning of both the future tense and the present: *Endi luden ketedi, olmeidi, omir suredi* (*just turned fifty; will not die, will continue to live*). According to the cognitive model, the second sentence clearly denotes an action in one direction from point X.

Akbembetova et al. (2021) pointed out that “if the communicants belong to the same culture, the chances of achieving understanding are quite high. Cultural differences and differences in mentalities, however, can become obstacles to successful communication”. As part of phraseological units of the Kazakh language, in most cases, verb forms appear in the main second position. This phenomenon is primarily associated with the predicative nature of the verbs. The same verbs: “*kelu*”, “*ketu*” are found in at least 20-30 phraseological units. They are found in both main clauses and in subordinate clauses. In all 40 examples above with the verb “*ketu*”, 38 appear in the main position. From the point of view of semantics, it is a subordinate clause (that is, it is not the main one; it appears in an auxiliary function). The context clearly shows that two different verb forms in the same place, conveying the same meaning, are the reason for using the past tense. In this case, it can be concluded that the structural-syntactic method also plays an important role in elucidating a word's semantics. The grammatical features of the phraseological units of the Kazakh language are directly related to its agglutinative nature; grammatical changes in phraseological units depend on both synthetic and analytical methods. In the Kazakh language, as in any other language, phraseological units are built from subordinate and main constructions. In phraseological units, the verbs can act as the main basis of syntagmatic structure. Since, as a result of this interaction, qualitative changes do not occur and no new linguistic unit is formed. However, rather than a sequence of linguistic units in speech, external syntagmatics should be considered a speech fact and referred to as synchronous phenomena.

Grammatical and cognitive analysis of syntagmatic relations in phraseological units testifies to the systematic structure of the phraseological corpus of the language. It allows us to study not only the phraseological system of the language as a whole or its parts, but also the phraseological unit as a linguistic unit

comprehensively. In general, linguists call phraseological units that have a large number of formal features “a general morphological unit”. It should be noted that phraseological units with the same grammatical model in dictionaries, in cases where other forms penetrate them, are distributed randomly. It would be more expedient to place in dictionaries of set expressions according to their grammatical structure and communicative purpose. Polysemous verbs, as part of phraseological units, can be considered within the established theory of phraseology. At the same time, phraseological units formed by means of polysemous verbs require a separate, comprehensive, detailed study. In this article, the authors have considered only certain grammatical features and cognitive models of phraseological units, as well as the relationship between a phraseological unit's meaning and its main, direct meaning.

Thus, the syntagmatic relations of verbs and nouns in the structural aspect are represented by a combination of internal and external syntagmatics. At the level of internal syntagmatics, in the structural aspect, verbs with one, two, or more dependent components can be distinguished. Internal syntagmatics examines the relationship between the components of a phraseological unit. As a result, quantitative changes become qualitative, i.e., a new unit is formed, thereby allowing internal syntagmatics, as a process, to be attributed to the facts of the language and considered a diachronic phenomenon.

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Transparency of Data

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Authors' Contributions

All authors equally contribute to this study.

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